Implementing Response to Intervention (RTI) with Fidelity

North Dakota

Winsome Waite, Ph.D.

Laura Magnuson, M.Ed.

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Agenda

- What is RTI?
- What is Fidelity?
- Fidelity of RTI Components
- Measuring Fidelity of Implementation
- Developing a Fidelity Monitoring System
- Data Collection
- Relevant Resources

Participants Will Be Able To:

- Use a common language to discuss fidelity of RTI implementation
- Understand fundamental measures of fidelity across the essential components of your RTI model
- Become familiar with the use and application of the Fidelity Tools to gather school-based RTI data

Poll: Who is in the Room?

A. State Agency Staff

B. IHE Faculty

C. District Staff

D. Principals

E. Other

What is RTI?

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Defining RTI

Response to intervention (RTI) integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems.

RTI is a preventative framework...

➤ Intended to support **all** students

➤ It is **<u>not</u>** a stand alone product, class, or instruction program.

➤ RTI data allow educators to evaluate the success of:

- District programs
- Schools
- Grade levels/classes
- Instructional groups
- Individual students (including those with disabilities)

Essential Components of RTI
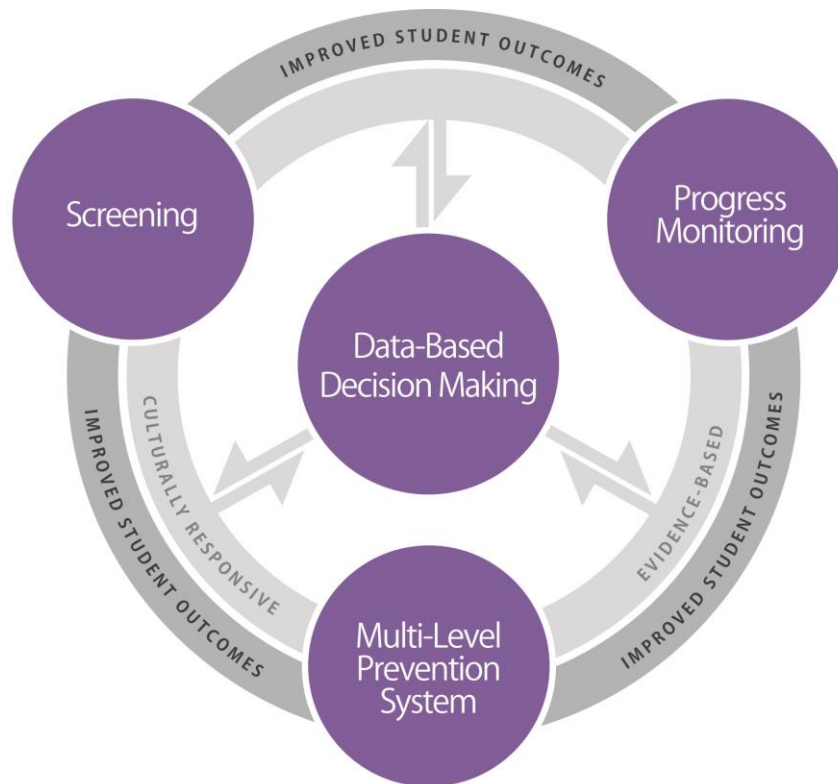
What Is Fidelity?

What Is Fidelity?

Degree to which prescribed procedures are implemented, including the quality of implementation

- Consistency and Accuracy
- Integrity to program specifications
- Open communication and productive feedback with opportunities to learn and collaborate

(Gersten et al., 2005; Mellard & Johnson, 2007; Sanetti & Kratochwill, 2009)

Why Is Fidelity Important?

- Helps to determine effectiveness of a framework or intervention

- Ensures that instruction has been implemented as intended

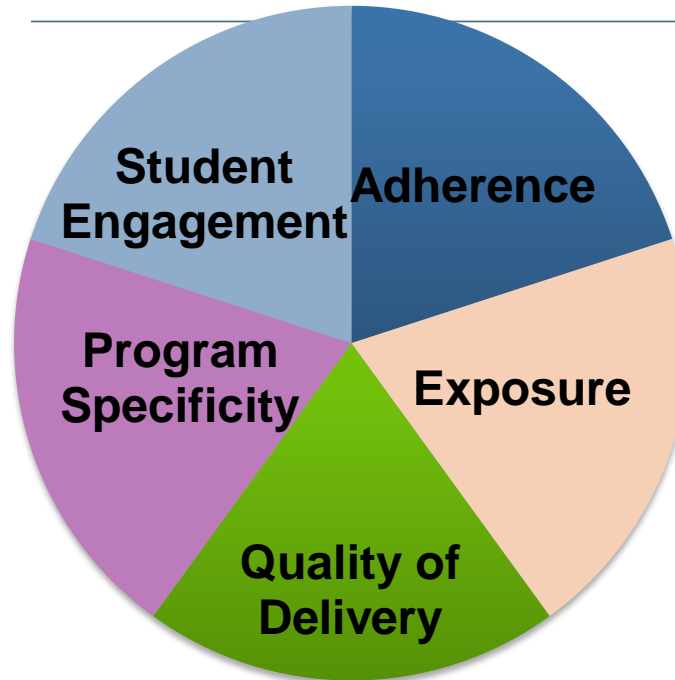- Helps link student data to instruction, programs, or models

Five Elements of Fidelity

Student Engagement: How engaged and involved are the students?

Program specificity: How well is the intervention or model defined?

Adherence: How well do we stick to the plan/model?

Exposure/Duration: How often and how long does a student receive an intervention?

Quality of Delivery: How well is the intervention, assessment, instruction, or program model delivered?

(Dane & Schneider, 1998; Gresham et al., 1993; O'Donnell, 2008)

Poll: Who do you think should primarily be responsible for…

- **Monitoring fidelity?**
- **Articulating what elements are essential?**

A. State Agency Staff
B. District Level Staff
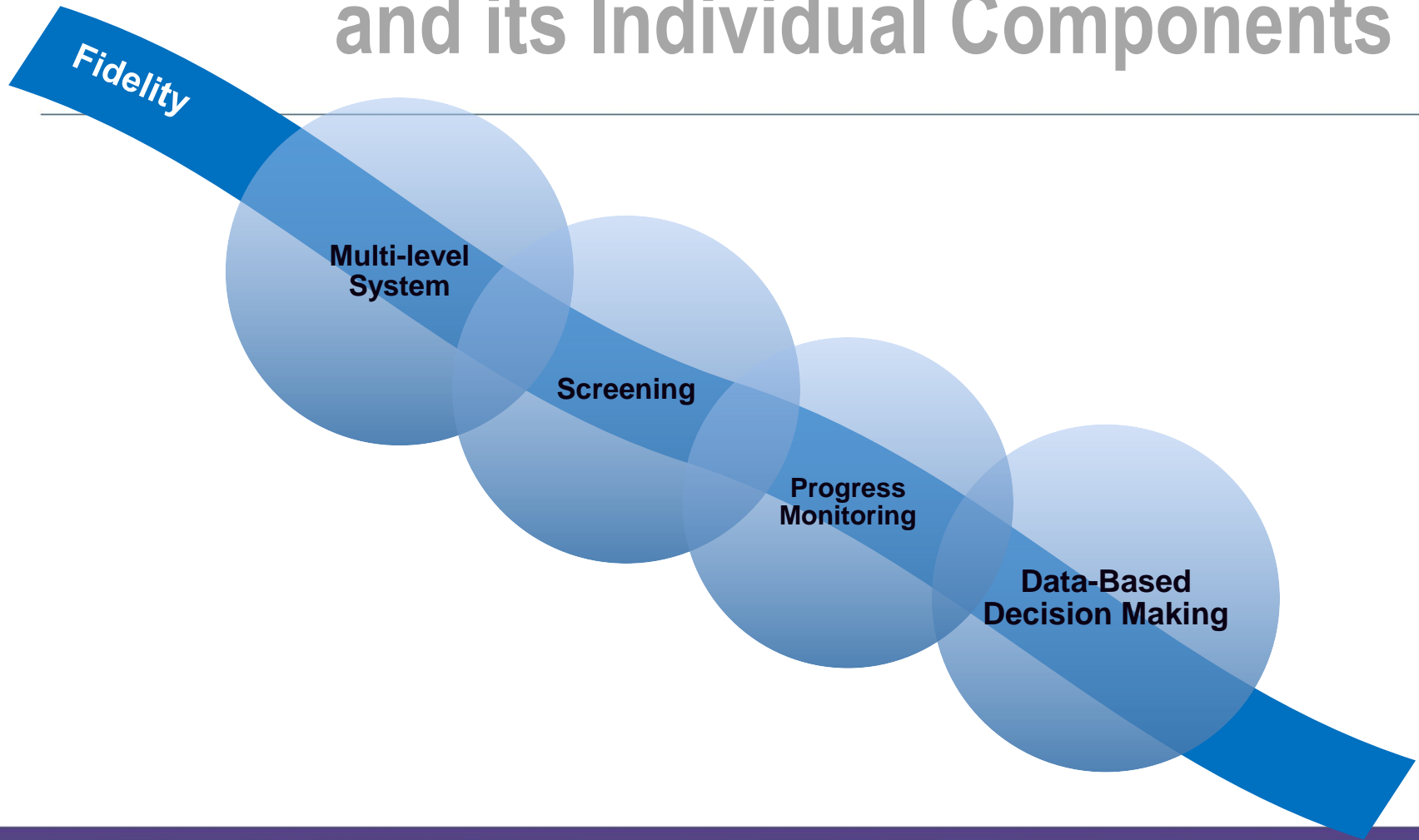C. Principal
D. Interventionist
E. Program Developer

Fidelity within the RTI System

Fidelity to the RTI Framework

Fidelity to Developer Specifications
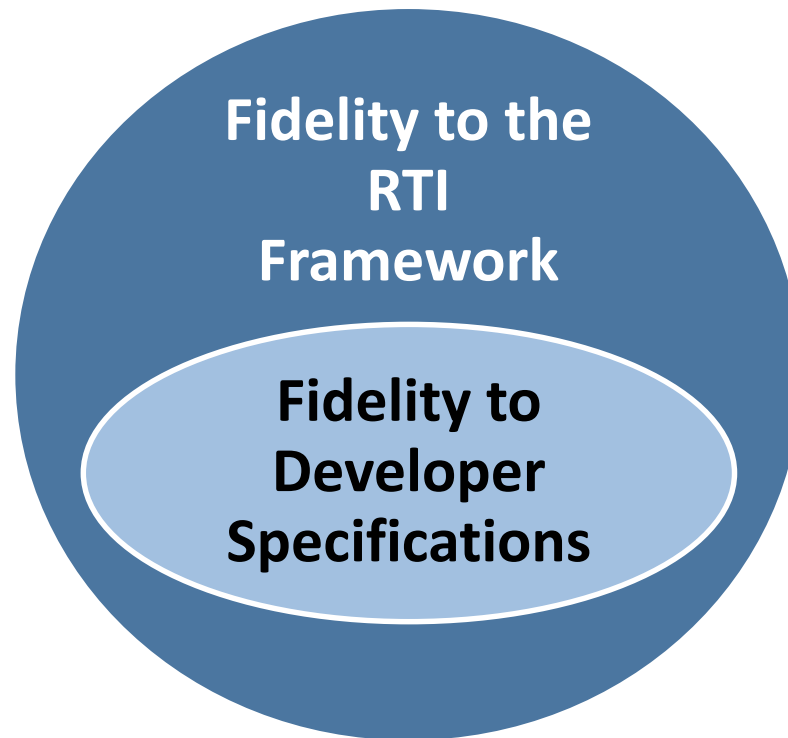
They are both important

Fidelity of RTI Components

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Fidelity to the RTI Framework and its Individual Components

Fidelity

Multi-level System

Screening

Progress Monitoring

Data-Based Decision Making

Fidelity of RTI Components: Screening and Progress Monitoring

- Staff is trained in how to deliver and score the screening and progress monitoring assessments
- Staff follows guidelines of the assessments
- School uses an established timeline for assessing students through screening and progress monitoring
- Staff use consistent processes for data entry and tracking

Fidelity of RTI Components: The Multi-level Prevention System

- Each level has distinct considerations for fidelity

Tertiary Level of Prevention

Secondary Level of Prevention

Primary Level of Prevention
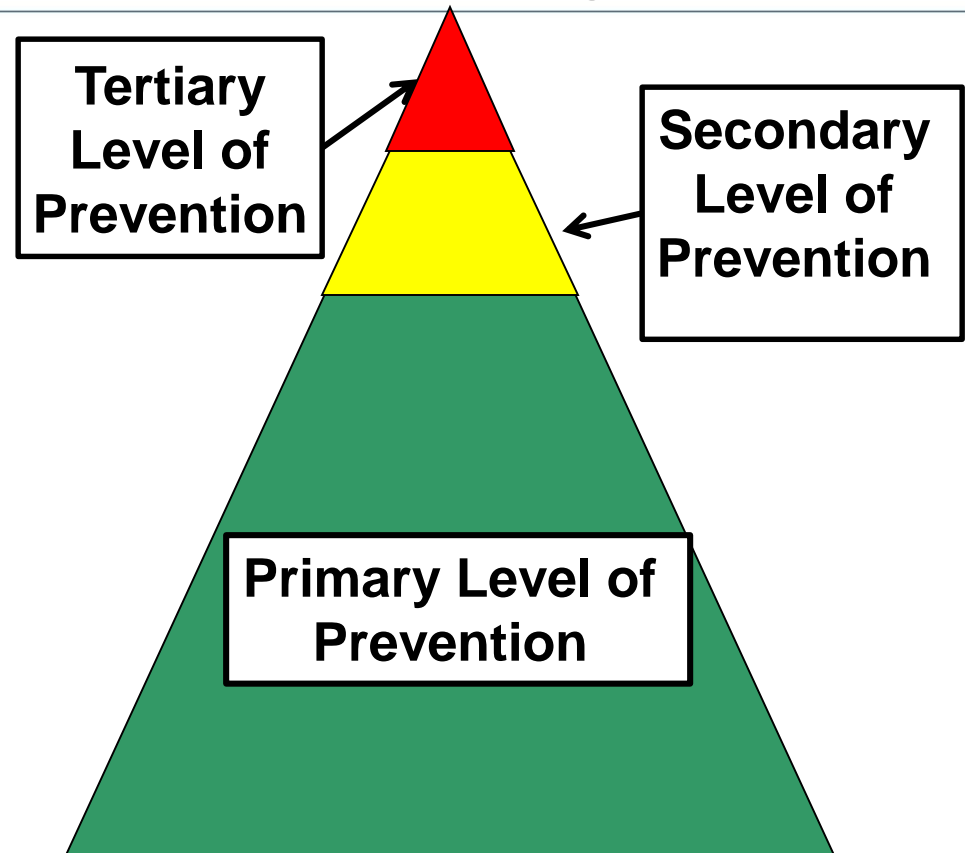
Fidelity of RTI Components: Primary Prevention Level

Staff implements program components with accuracy and consistency

- High-quality instruction
- Differentiation
- Student engagement
- Appropriate schedule and dosage
- Cover recommended core content

Fidelity of RTI Components: Secondary Prevention Level

- Staff adheres to clearly articulated, evidence-based interventions that are aligned with the core curriculum
- Staff implements intervention based on the duration and timeframe defined by the program developer
  - For example: Provide 30 minutes of reading instruction per day, 3–5 days per week in addition to core
- The group size is optimal (according to research or vendor recommendations) for the age and needs of students
- All intervention components are delivered

Fidelity of RTI Components: Tertiary Prevention Level

- Staff adheres to individualized student plan developed by school team to address student's needs

  - Including adaptations to an evidenced-based intervention that intensify and individualize the program

- Staff follows predetermined duration and frequency based on the student plan

- Staff uses group sizes that are optimal for the age and needs of students

- Plan for data collection, level of progress monitoring, and how response will be defined

Fidelity of RTI Components: Tertiary Prevention Level

- **Fidelity Considerations for Tertiary Prevention Level**:
  - May differ from fidelity at secondary level based on adaptations made to intensify and individualize, based on unique student needs
  - Educators use systematic process of data-based individualization to shape interventions to student needs
  - Fidelity is to the individualized plan and components of the plan rather than components of the evidence-based intervention

Poll: At what level of implementation do you think most programs lack…

- **Monitoring for fidelity?**
- **Adherence?**
- **Articulation of what fidelity is at that level?**
- **Implementation**?

    A. Primary

    B. Secondary

    C. Tertiary

Fidelity of RTI Components: Data-Based Decision Making

Data teams with established:

- Routines and procedures for conducting data reviews
  - Regularly scheduled meeting times
  - Agendas and meeting procedures
- Decision making processes
  - What you are looking for, how you will look for it, and how you know whether you have found it
- Explicit decision rules for assessing student, class, grade, school-level progress

Consistent Decision-Making is Essential

Example: Consider articulating, in writing, what happens when:

- More than 80% of students are above the cut score
- Less than 80% have reached the cut score
- Lack of progress is evident
- Student progress varies by target group (e.g., Title I, special education, low SES)

Measuring Fidelity of Implementation

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How do I measure fidelity?

- Questionnaires, surveys, interviews
- Observation
- Checklists
- Logs, lesson plans, and student work

Poll: What Strategy is Most Commonly Used in Your District or School?

A. Questionnaires, Surveys, Interviews

B. Observation

C. Walkthrough Checklist

D. Student work

E. Outcome Data

F. We don't monitor fidelity

How might we enhance fidelity monitoring?

- Use of independent reviewers often provides a new perspective that is more objective
- Increased reliability/credibility
- Expertise
- Can utilize multiple methods
  - Observation
  - Interviews
  - Document Review

Developing a Fidelity Monitoring System

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Why Develop a Fidelity Monitoring System?

- Increases the effectiveness of RTI implementation in a school and improve student achievement
- Provides a common tool for collecting RTI data
- Identify areas of relative implementation strength/weakness
- NOT EVALUATIVE OR COMPLIANCE FOCUSED

Characteristics of an Effective Fidelity System

- Provide explicit feedback on parts of the RTI framework that have been implemented well and parts that need improvement

- Offer qualitative feedback along with quantitative results based on a rubric

- Offer school specific data that can be compared across schools

- Purpose is <u>formative</u> and for planning improvement- not high stakes

Characteristics of an Effective Fidelity System

- Integrate school self ratings (where available) with ratings of independent reviewers from outside the school
- Provide information about the quality of assessment data and other measures
- Suggest training and supports to improve fidelity

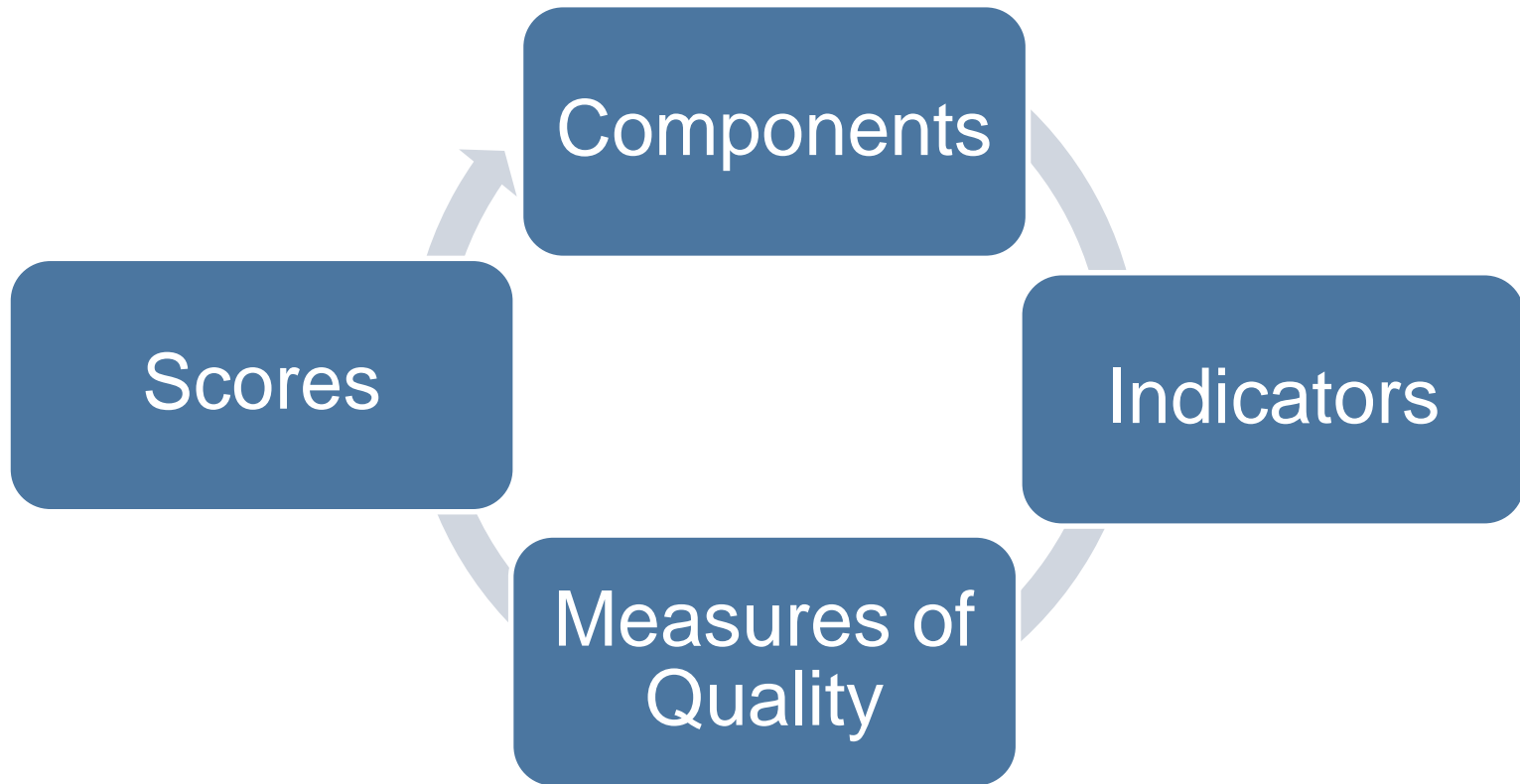# Poll: What Characteristic of a Fidelity Monitoring System Would be Most Useful to You?

A. Explicit feedback to school
B. Measures that allow comparison across schools, classrooms, etc.
C. Research based information
D. External feedback
E. Use of data to align resources to need

Parts of the Fidelity Monitoring System

- **School and/or District Data**

  - Achievement and Program Data

- **Comprehensive Rubric and Worksheet**

  - Systematic Data Collection and Analysis

- **Plan for Addressing Needs**

  - Professional Development Aligned to Rubric Results

  - Technical Assistance

  - Resources

Fidelity Tools: Rubric and Worksheet

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Overview of RTI Fidelity Rubric

Components

Indicators

Measures of Quality

Scores

Structure of the RTI Fidelity of Implementation Rubric and Worksheet

- Components:
  - Screening
  - Multi-level Prevention/Intervention System
  - Progress Monitoring
  - Data-based Decision Making
  - Overarching Factors

Structure of the RTI Fidelity of Implementation Rubric and Worksheet

- Indicators
  - Describe discrete areas necessary for RTI implementation
  - Listed under each component and subcomponent.
  - Identified in black on the Rubric and Worksheet
- Quality Measures
  - Describe the three levels of potential ratings for each indicator

Component

Item	1	3	5
Screening—The RTI framework accurately identifies students at risk of poor learning outcomes or challenging behaviors.			
Screening Tools	Insufficient evidence that the screening tools are reliable; or that correlations between the instruments and valued outcomes are strong; or that predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable and that correlations between the instruments and valued outcomes are strong. However, there is insufficient evidence that predictions of risk status are accurate	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.
Universal Screening	Neither condition is met: (1) Screening is conducted for all students (i.e., is universal) (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate).	Only one condition is met: (1) Screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate).	Both conditions are met: (1) Screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate).

Indicator

Quality Measure

Item	1	3	5
Multi-level Prevention/Intervention System—*The framework includes a school-wide, multi-level system for preventing school failure.*			
Primary Level Prevention/Core Curriculum			
Research-Based Curriculum Materials	The core curriculum materials are largely not research-based for the target population of learners (including sub-groups).	Some of the core curriculum materials are research-based for the target population of learners (including sub-groups).	All of the core curriculum materials are research-based for the target population of learners (including sub-groups).
Fidelity	Neither condition is met: (1) Procedures are in place to monitor the fidelity of implementation of the core curriculum; (2) the preponderance of evidence supports fidelity (i.e., the teacher rarely deviates from the materials or vendor-recommended activities, such as lesson content or pacing).	One condition is met: (1) Procedures are in place to monitor the fidelity of implementation of the core curriculum; (2) the preponderance of evidence supports fidelity (i.e., the teacher rarely deviates from the materials or vendor-recommended activities, such as lesson content or pacing).	Both conditions are met: (1) Procedures are in place to monitor the fidelity of implementation of the core curriculum; (2) the preponderance of evidence supports fidelity (i.e., the teacher rarely deviates from the materials or vendor-recommended activities, such as lesson content or pacing).
Articulation of Teaching and Learning (in and across grade levels)	Neither condition is met: (1) Teaching and learning is well articulated from one grade to another; (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Only one condition is met: (1) Teaching and learning is well articulated from one grade to another; (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Both conditions are met: (1) Teaching and learning is well articulated from one grade to another; (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.
Instruction	Neither condition is met: (1) Most or all teachers differentiate instruction; (2) teachers use students' assessment data to identify the needs of students.	Only one condition is met: (1) Most or all teachers differentiate instruction; (2) teachers use students' assessment data to identify the needs of students.	Both conditions are met: (1) Most or all teachers differentiate instruction; (2) teachers use students' assessment data to identify the needs of students.
School-Based Professional Development	The school has no well-defined, school-based professional development mechanism to support continuous improvement of instructional practice.	Some forms of professional development are available to teachers to support continuous improvement of instructional practice, but most are not school-based and do not establish a mechanism to continuously improve instructional practice.	School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice.

Item	1	3	5
Tertiary Level Prevention			
Evidence-Based Intervention	Neither condition is met: (1) Tertiary level interventions are evidence-based standard protocols or based on validated progress monitoring methods for individualizing instruction; (2) tertiary interventions are more intensive than secondary interventions.	Only one condition is met: (1) Tertiary level interventions are evidence-based standard protocols or based on validated progress monitoring methods for individualizing instruction; (2) tertiary interventions are more intensive than secondary interventions.	Both conditions are met: (1) Tertiary level interventions are evidence-based standard protocols or based on validated progress monitoring methods for individualizing instruction; (2) tertiary interventions are more intensive than secondary interventions.
Fidelity	Neither condition is met: (1) Procedures are in place to monitor the fidelity of implementation of tertiary level interventions; (2) the preponderance of evidence supports fidelity.	Only one condition is met: (1) Procedures are in place to monitor the fidelity of implementation of tertiary level interventions; (2) the preponderance of evidence supports fidelity.	Both conditions are met: (1) Procedures are in place to monitor the fidelity of implementation of tertiary level interventions; (2) the preponderance of evidence supports fidelity.
Instruction	Neither condition is met: (1) Tertiary level interventions are led by well-trained staff; (2) group size is optimal (according to research) for the age and needs of students.	Only one condition is met: (1) Tertiary level interventions are led by well-trained staff; (2) group size is optimal (according to research) for the age and needs of students.	Both conditions are met: (1) Tertiary level interventions are led by well-trained staff; (2) group size is optimal (according to research) for the age and needs of students.
Determining Responsiveness to Tertiary Level Prevention	Neither condition is met: (1) Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of tertiary level prevention; (2) these decision making criteria are implemented accurately.	Only one condition is met: (1) Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of tertiary level prevention; (2) these decision making criteria are implemented accurately.	Both conditions are met: (1) Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of tertiary level prevention; (2) these decision making criteria are implemented accurately.
Relationship to Primary	Neither condition is met: (1) Decisions regarding student participation in both primary and tertiary levels of prevention are made on a case-by-case basis, according to student need; (2) tertiary level interventions address the general education curriculum in an appropriate manner for students.	Only one condition is met: (1) Decisions regarding student participation in both primary and tertiary levels of prevention are made on a case-by-case basis, according to student need; (2) tertiary level interventions address the general education curriculum in an appropriate manner for students.	Both conditions are met: (1) Decisions regarding student participation in both primary and tertiary levels of prevention are made on a case-by-case basis, according to student need; (2) tertiary level interventions address the general education curriculum in an appropriate manner for students.

The RTI Fidelity of Implementation Worksheet

- Worksheet aligned Rubric
- Worksheet provides:
  - Questions that you might use when conducting an interview or self study
  - Space for comments and notes from participant responses and document review
  - A place to list your rating based on rubric measures.

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Item	Sample Interview Questions	Comments/Remarks	Ratings				
Screening—The RTI system accurately identifies students at risk of poor learning outcomes or challenging behaviors.							
1. **Screening Tools**	What tools do you use for universal screening? When your school selected the screening tool(s), how much attention was paid to the evidence from the vendor regarding the validity, reliability, and accuracy of the tool? Does your school have documentation from the vendor that these tools have been shown to be valid, reliable, and accurate (including with sub-groups)? Do you have reason to believe that the screening tool(s) that you use may have issues with validity, reliability, or accuracy (including with sub-groups)? If so, please explain.		①	②	③	④	⑤
2. **Universal Screening**	Are all students at the target grade levels screened at the beginning of the school year? Does your school conduct screening throughout the school year? If so, how many times during the school year are students in the target grade levels typically screened? Is a well-defined cut score used to identify students at risk? Do you conduct a follow-up assessment to ensure that the results of the initial screening were accurate before placing a student in secondary prevention? If so, please describe. Describe the process for conducting the screenings. To what extent is this process consistently followed? How closely does the administration of the screening follow the developer guidelines? Are there differences in the process for different students? If yes, describe these differences. Is there anything about the process that you feel would jeopardize the accuracy of the results? If so, please describe.		①	②	③	④	⑤

Walkthrough of Worksheet

Alignment of worksheet questions to rubric

- Determine which questions best suit the context of the school and which ones do not
- Generate a list of plausible evidence sources that schools would likely have and that can be provided to the independent reviewers

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Activity 1: Evaluating Screening Fidelity

- **Read "Example 1" on your handout and discuss the following questions:**
  - What strengths and gaps do you see in terms of the fidelity of this school's screening process?
  - How would you rate this school, using the rubric?
  - What additional questions might you ask?
  - What recommendations would you make to help the school to improve the fidelity of their screening process?
  - What additional resources or supports might be needed?

Activity 2: Evaluating Fidelity of Secondary Level Prevention

- **Read "Example 2" on your handout and discuss the following questions:**
  - What strengths and gaps do you see in terms of this school's fidelity of secondary level prevention?
  - How would you rate this school, using the rubric?
  - What additional questions might you ask?
  - What recommendations would you make to the school to improve the fidelity of their secondary level prevention?
  - What additional resources or supports might be needed?

Activity 3: Evaluating Fidelity of Data-based Decisions

- **Read "Example 3" on your handout and discuss the following questions:**

  - What strengths and gaps do you see in terms of this school's fidelity of data-based decisions?

  - How would you rate this school, using the rubric?

  - What additional questions might you ask?

  - What recommendations would you make to the school to improve the fidelity of their data-based decisions?

  - What additional resources or supports might be needed?

What components of the rubric might be most difficult to assess?

Data Collection

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Procedure for Completing the Rubric and Worksheet

- Form team of two or more independent reviewers
  - Review materials
  - Determine evidence sources
- Conduct 2-3 hour interview with building RTI team using rubric and worksheet
  - RTI Team designated by School Principal
- Review documents for evidence
- Score

Preparing for Data Collection

- Independent reviewers get comfortable with the rubric and worksheet

- Hold pre-meeting call with the building principal and other RTI leadership staff designated by the principal to discuss the process for the interview and format for providing follow-up feedback.

The Interview

- Ensure that participants:
  - Understand the purpose and reason for their involvement
  - Understand the data collection process and how information will be used/not used
  - Stay focused on answering the questions that are asked
  - Share information relevant to the whole school/grade level not just their own practices

Scoring

- Review notes
- Reviewers independently assign scores for each item
- Discuss scores as team of reviewers and agree
  - Require agreement within 1
  - If discrepancy >1, discuss and agree on score
- Enter score into Excel spreadsheet or other data analysis tool

Reporting Rubric Scores

- Scores are best reported to the principal and school level RTI team, in person or on a conference call, to ensure that there is a common understanding of the meaning of each score

- A written report, with "findings" and recommendations, is often very helpful to the school

Relevant Resources

www.rti4success.org

Progress Monitoring Briefs Series

Brief #1: Common Progress Monitoring Omissions: Planning and Practice

Progress monitoring, one of the essential components of Response to Intervention (RTI), is characterized by repeated measurement of academic performance that is conducted at least monthly. The process may be used to assess students' academic performance over time, to quantify student rates of improvement or responsiveness to instruction, and to evaluate instructional effectiveness. For students with disabilities, progress monitoring may also be used to formulate effective individualized programs (National Center on Response to Intervention [NCRTI], 2010).

Successful implementation of progress monitoring is the result of careful planning and thoughtful practice. Omitting key components of the progress monitoring process can lead to wasted time and invalid results. This brief focuses on five common omissions in progress monitoring practices and planning and

☐ Create a preset schedule for collecting progress monitoring data throughout the year.

☐ Outline a set schedule and agenda for meeting to evaluate progress monitoring data.

☐ Establish the decision rules that will guide the decision-making process and subsequent follow-up tasks.

☐ Establish practices to ensure fidelity of the progress monitoring process.

Appropriate Progress Monitoring Tools

A valid tool must accurately measure the underlying construct it is intended to measure. To be valid, progress monitoring tools must be appropriate for the grade level at which they are used and related to the instruction provided. In general, the progress of students in kindergarten and first grade should be measured using assessments that target letter names,

Making Sound RTI Decisions: Who Responds to Secondary Prevention (33:20)

Making Sound RTI Decisions: Who Responds to Secondary Prevention

Lynn Fuchs
Vanderbilt University

This presentation includes work funded by
OSEP Grant #H324U010004
National Research Center on Learning Disabilities.

This webinar, presented by Dr. Lynn Fuchs, is the third in the series of webinars on RTI and learning disability identification. In this webinar, Dr. Fuchs discusses decision making in RTI, specifically, how to determine responsiveness to secondary prevention.

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Essential Components Of RTI: A Quick Reference Guide

www.intensiveintervention.org

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How can schools help students with severe and persistent learning or behavioral needs?

Intensive intervention is intended to help these students. The Center's approach to intensive interventions is data-based individualization (DBI). DBI use data to individualize instruction, increase engagement, and provide opportunities to practice new skills. Within multi-tiered systems of supports such as RTI or PBIS, this is often considered Tier III. Learn more about the **DBI Framework**, meet **Center Staff**, visit the **Tools Charts** to find evidence-based progress monitoring tools or interventions, and view the **DBI Training Series** to find professional development materials to support the **Implementation of DBI** in schools and districts.

Learn the Language of Intensive Intervention

Intensive Interventions

Individualized Education Program

Progress Monitoring

Standard Intervention Protocol

Intensive Interventions

Intensive interventions are designed to address severe and persistent learning or behavior difficulties. These interventions are characterized by increased intensity (e.g. smaller group, expanded time) and individualization of instruction and behavioral intervention for students who have been non-responsive to traditional approaches.

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Academic Progress Monitoring GOM

This tools chart presents information about academic progress monitoring tools. The three tabs, *Psychometric Standards*, *Progress Monitoring Standards*, and *Data-based Individualization Standards* include ratings from our TRC members on the technical rigor of the tool. **Additional information** is provided below the chart.

View the **Progress Monitoring Mastery Measures »**

Grade Level
- Any -

Subject
- Any -

Apply

| Psychometric Standards | Progress Monitoring Standards | Data-based Individualization Standards |

Title▲	Area	Reliability of the Performance Level Score ⓘ	Reliability of the Slope ⓘ	Validity of the Performance Level Score ⓘ	Predictive Validity of the Slope of Improvement ⓘ	Disaggregated Reliability and Validity Data ⓘ
AIMSweb	M-CBM	●	●	●	●	●
AIMSweb	Math Computation	●	●	○	—	—
AIMSweb	Math Concepts and Applications	●	●	●	○	—
AIMSweb	Oral Reading Fluency (R-CBM)	●	●	●	●	●
AIMSweb	Test of Early Literacy - Letter Naming Fluency	●	●	●	●	●
AIMSweb	Test of Early Literacy - Letter Sound Fluency	●	●	●	●	●

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Introduction to Data-Based Individualization (DBI): Considerations for Implementation in Academics and Behavior (DBI Training Series Module 1)

Developed By: National Center on Intensive Intervention

This training module provides a rationale for intensive intervention and an overview of data-based individualization (DBI), NCII's approach to providing intensive intervention. DBI is a research-based process for individualizing validated interventions through the systematic use of assessment data to determine when and how to intensify intervention. Two case studies, one academic and one behavioral, are used to illustrate the process and highlight considerations for implementation.

The module is intended to be delivered by a trained, knowledgeable professional and includes a PowerPoint presentation with speaker notes and handouts. A coaching guide, intended for coaches supporting school or district implementation of DBI is also included and provides suggested activities to support the understanding and application of training content. This module is part of the DBI Training Series. **Click here to view the entire series.**

- **PowerPoint Slides - Introduction to DBI.pptx**
- **PowerPoint Slides&Notes - Introduction to DBI.pdf**
- **Handout 1 - Instruction & Intervention Inventory.pdf**
- **Handout 1 - Instruction & Intervention Inventory.docx**
- **Handout 2 - Academic Progression.pdf**
- **Handout 3 - Behavior Progression.pdf**
- **Coaching Guide.pdf**

Keywords

**Data-based Individualization
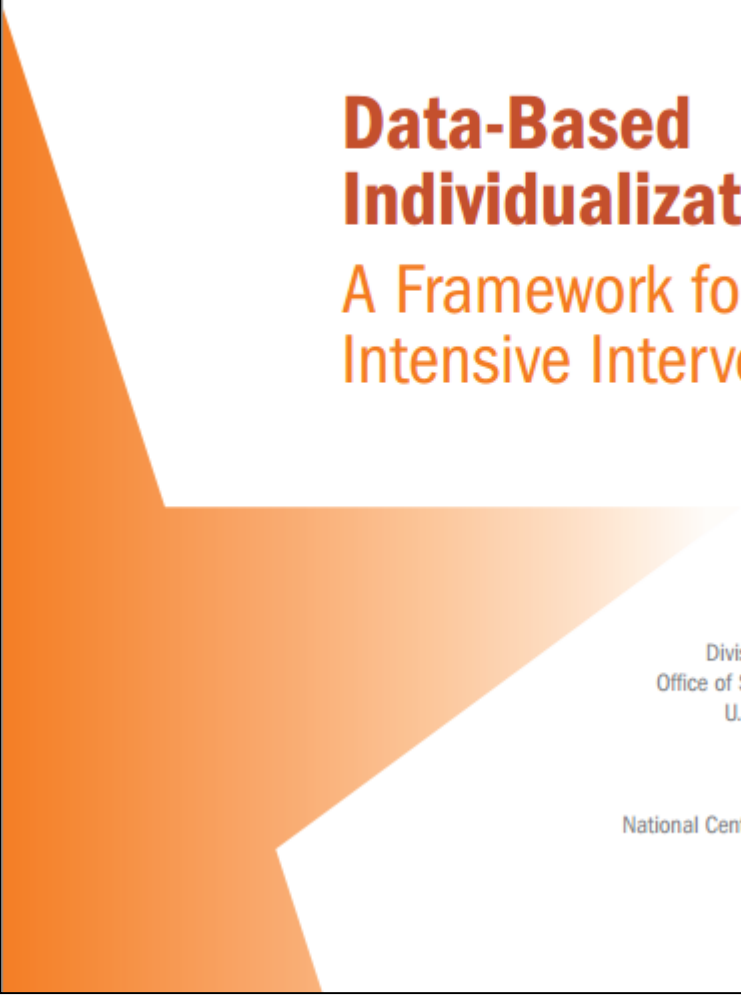Module
School Administrators
School Districts
Teachers and other local
practitioners
What is Intensive Intervention?
Students with Disabilities**

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Data-Based Individualization:
A Framework for Intensive Intervention

SUBMITTED TO:
Division of Research to Practice
Office of Special Education Programs
U.S. Department of Education

PREPARED BY:
National Center on Intensive Intervention

March 2013

Questions

Thank You

Winsome Waite, PhD
202-403-6218
wwaite@air.org

Laura Magnuson, M.Ed.
202-403-5468
lmagnuson@air.org

1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
202-403-5000
TTY: 877-334-3499
www.rti4success.org,
www.intensiveintervention.org,
www.air.org